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ABSTRACT

Proposed is a means of modifying soiling behavior of students (in grades K-3) in a regular classroom. Outlined are daily measurement, baseline, contingency, and teacher training procedures for the system involving verbal praise and activity time rewards. Also described are the evaluation design, special learning materials, and generalization and followup procedures. (LS)

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Proposal for Modification of Soiling Behavior in a Regular Classroom

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Student

This procedure could be suitably used for an eligible pupil in a self-contained regular classroom in grades K-3, whose soiling has been determined to have no physiological basis. A doctor's statement indicating that the pupil was free from physiological problems which would cause soiling behavior should be obtained.

Teacher Entry Level

A teacher with previous experience in applied behavior analysis should be able to implement this procedure.

Parent Permission

This procedure should be discussed with the parents, and written permission obtained.

Specified Social Behaviors

Occasionally a child is referred for special education services because of soiling behavior in the classroom. Having been emitted, this behavior can produce an odor unpleasant for both the teacher and the other students in the classroom. Since proximity to the soiled child is often avoided by both teacher and other students, the child is isolated socially and academically. In some cases, negative comments and teasing by the other students may increase the child's isolation. This separation from the academic and social life of the classroom may make the soiling student eligible for special education services.

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Behavioral Definition

Soiled - fecal matter observable in the student's underpants.

Terminal Objective (Minimum Acceptable Performance Level)

CONDITION	BEHAVIOR	CRITERIA
Given clean underpants, and a 6 hour school day	the pupil will keep his underpants clean (unsoiled)	100% of the time.

This criterion level seems reasonable since:

1. The teacher is not equipped to deal with this kind of behavior.
2. In our society this behavior is unacceptable in a child of school age in a regular classroom and may lead to exclusion from school.

Daily Measurement Procedures

Observation Interval: the pupil would be observed at 8:30 (the beginning of the school day), and at one hour periods throughout the school day. This interval would coincide with activity changes, lunch period and dismissal (see schedule).

8:30 - school begins, reading period
9:30 - reading period
10:30 - language arts period
11:30 - lunch begins (check at 11:20)
12:30 - class resumes, math period
1:30 - social studies period
2:30 - school dismissed (check at 2:20)

This interval would be a convenient and natural time for the teacher to observe the behavior, because the pupil could be called to her desk to have his work (and pants) checked.

Measurement procedure: The teacher would look at the pupil's underwear, by pulling it away from the pupil's body. If she observed fecal matter, she would record a "0" for "soiled" on the data sheet. If she did not, she would record a "+" for "not soiled". If she did record a "0", the student would be instructed to go into the bathroom to "clean up".

During baseline procedures and contingency procedures an independent observer would record the same data as the teacher. A reliability of 90-100% should be obtained during each of the two conditions.

(Sample Data Sheet (1); Tabulation Sheet (2); and, data reduction graph (3), attached).

At the end of the school day, the teacher would record the number of "+'s" on the tabulation sheet and record the same number on the graph.

Baseline Procedures

At the beginning of baseline, the teacher would explain to the pupil the procedure for "cleaning up" should he be soiled during school hours:

1. Pupil removes outer pants and underpants.
2. Pupil washes fecal matter out of underpants into toilet bowl.
3. Pupil washes fecal matter off his body with wet cloth and dries himself.

4. Pupil puts on clean underpants and outer pants if soiled or odoriferous.
5. Pupil fills sink with warm water and soap and washes his underpants (and if necessary, outer pants).
6. Pupil hangs pants to dry.
7. Pupil returns to classroom.
8. At end of school session, pupil takes clothes home to be washed.

During baseline, the teacher would check the pupil's underwear at designated intervals, marking a '0' on the data sheet if soiled, a "+" is not soiled, and any comments on related behaviors. If soiled, the pupil will be sent to "cleanup", with no help from the teacher. No comment would be made when he returned to the room.

It should be noted that the "cleanup" procedure would be, in fact, a change in existing conditions. This procedure would be necessitated by two factors. Once the pants were soiled, it would be impossible to obtain accurate measures of the rest of the day's intervals. Secondly, such aversive behavior without a cleanup procedure might lead to exclusion of the child from school.

Contingency Procedures:

During contingency, the teacher would continue baseline procedures, adding the following consequences:

1. If the pupil was not soiled at the end of an interval, the teacher would give verbal praise, such as "That's very good, ____". "You are a good class member", and a token.
2. If the pupil remained unsoiled through the four morning intervals, the teacher would let the pupil exchange his morning's tokens for one of a variety of pupil-specified

activities involving a friend of his choice, or the whole class for 10 minutes.

This procedure would be repeated for the three afternoon interv and at 2:20 p.m., the student would again be eligible for a 10 minute activity time.

Teacher Training Procedures.

Before the procedure could be implemented, the teacher should thoroughly understand the use of the data sheets, method of checking the pupil, the "cleanup" procedure during baseline and contingency, and the definition of behavior. The consulting teacher might model the "cleanup" procedures for the teacher the first time.

The teacher should review the procedures orally or in writing to be sure they are well understood. This training session could be accomplished in an hour before baseline, and another half hour before the contingency phase.

On the first day of the procedure, the teacher should receive immediate feedback from the second observer. The modeling procedure for "cleanup" should also be observed as the teacher and pupil go through the steps. At the end of the observation period, the data should be transferred to the tabulation sheet and to the graph by the teacher, with prompts (if necessary) by the observer. This observati should continue until the teacher exhibits perfect performance for her required tasks.

Data should be collected daily, and the teacher praised for her work on behalf of the pupil.

The principal should receive a report describing the teacher's efforts, and should be urged to praise the teacher.

Evaluation Design

Because of the aversive nature of the behavior, a simple AB design would be used in the school setting, and replicated at home, if possible, through parent training. (See "generalization procedures".)

An ABAB design would be implemented only if the teacher was reluctant to continue the procedure. In this case, we would return to baseline procedures. If the child continued to be un-soiled for 2-3 weeks, the procedure would be discontinued, with monthly post-checks. If soiling behavior was again emitted during the second baseline, the procedure would be reinstated for a completed ABAB design.

Special Learning Materials/Apparatus

1. a lavatory with a toilet, sink, and a door to insure privacy adjacent to the classroom
2. clean underpants and outerpants
3. plastic bag for taking clothes home
4. cloth for cleaning body , towel for wiping
5. laundry soap for washing clothes
6. hangers for drying clothes
7. treats to be used during contingency.

Results

The following results might be expected from these procedures:

Generalization Procedures

Non-soiling behavior could be generalized to the home situation by instituting similar procedures with the parent's cooperation. This could be done by having the parents send a card to school each morning stating that the pupil was "a good family member" or "good boy or girl" if the pupil had remained un-soiled during the at-home hours, and providing daily consequences for "clean pants" at home in the form of T.V. time, allowances, treats, etc.

When the data indicated that the behavior was stabalized at an acceptable level, observation, verbal reinforcement and tokens should be thinned to four intervals per day (8:30, 11:20, 12:30, 2:20). The noon "activity time" should also be thinned to an intermittent schedule, and the end-of-day activity time should finally be given intermittently. The teacher can "forget" to observe, or to provide the reinforcer as the desired behavior is maintained.

Follow-up - Post checks should be taken at intervals throughout the school year to verify the maintenance of the desired behavior. As long as the desired behavior is maintained, there should be no further need for special education services.

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Teacher _____

Pupil _____

School _____

Date _____

Period _____

Observer _____

Interval _____

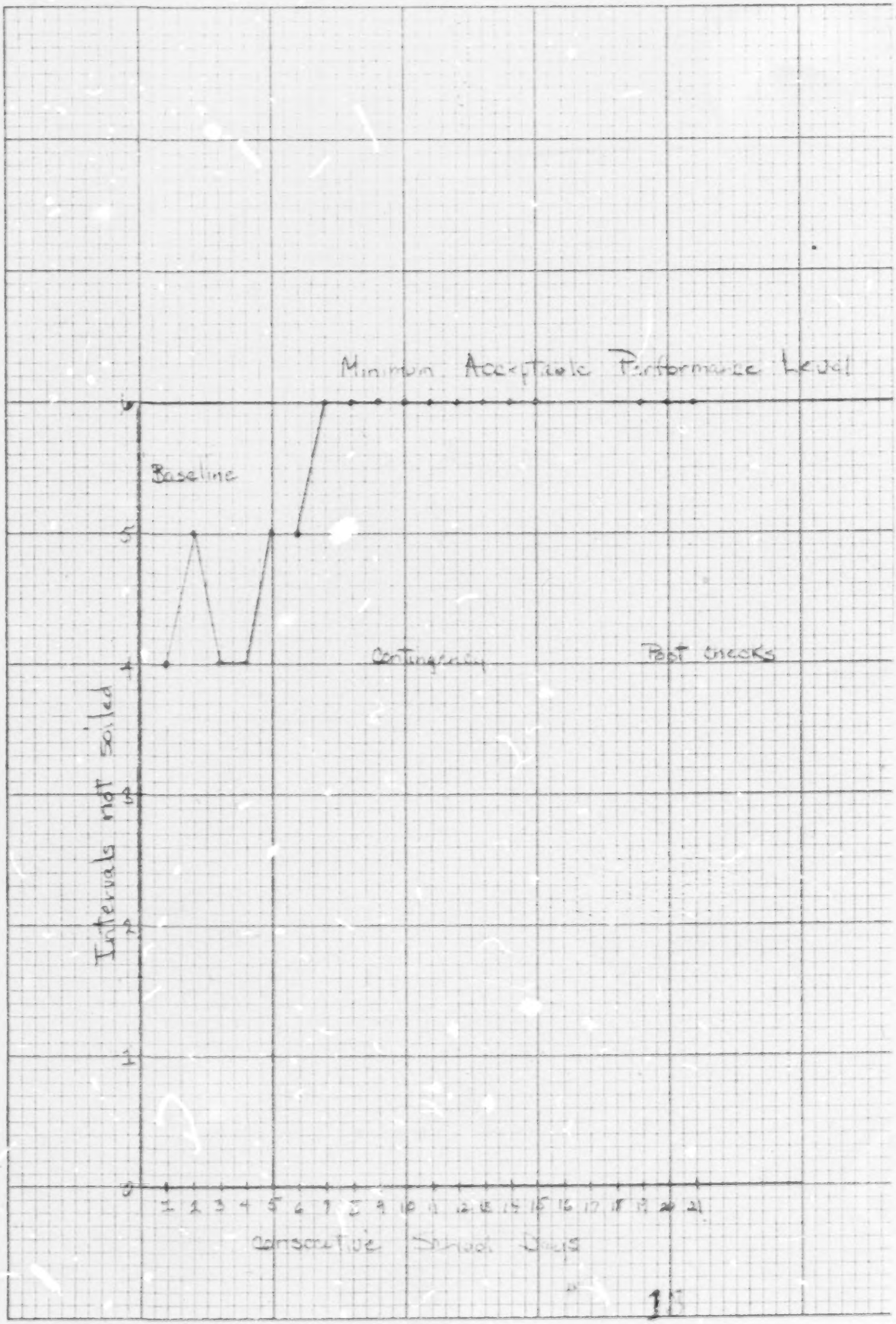
Definition _____

Time	Score	Comments	
		Events Before	Events After

School _____ Teacher _____
Pupil _____ Measure _____
Behavior _____
Labels: _____ (Vertical)
_____ (Horizontal)

Date	Day	Intervals

(3)



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